



# NORTHERN COLLEGE

## Northern College - South Region (Hailebury Campus)

### Accessibility Checklist November 2008

Area		Baseline Environment	Comply	Priority 1	Priority 2	Detail
<b>Calendar</b>	Does the college calendar provide procedures for self-identification and accessibility for all students with disabilities?	✓	✓			ADMISSIONS MARKETING
	Does the college calendar include information to explain that college documentation is available in alternate format? Does it include the process to obtain those formats?	✓		✓		ADMISSIONS MARKETING
	Plain language?	✓	✓			ADMISSIONS MARKETING
<b>Web Site</b>	Is the web site provided in a format that is accessible to people with disabilities?	✓	✓			MARKETING
	Plain language?	✓	✓			MARKETING
	Is access to services clearly laid out for persons with disabilities?	✓	✓			MARKETING

	Is there an accessibility contact clearly provided?			MARKETING
<b>Departmental / School Information</b>	Is the information about curriculum available in alternate format?	✓	✓	MARKETING
	Is the process for obtaining materials in alternate format clearly available?	✓	✓	MARKETING ADMISSIONS
	Are documents written in plain language?			MARKETING
<b>Mail Outs</b>	Is there a process in place to ensure that students who need alternative formats during mail outs receive the information in their format of choice?	✓	✓	STUDENT MUST SELF IDENTIFY AND APPROPRIATE ACCOMMODATIONS WILL BE PUT IN PLACE
	Are regular mail outs available in alternate format and the process to obtain clearly stated?	✓	✓	STUDENT MUST SELF IDENTIFY AND ACCOMMODATIONS WILL BE PUT IN PLACE
<b>Marketing</b>	Are marketing materials available in alternate format?	✓	✓	MARKETING
	Are marketing staff knowledgeable about accessibility procedures and policies?	✓	✓	MARKETING
	Are accessibility symbols included in the materials?			MARKETING ✓
	Is there information published describing college services for persons with disabilities?	✓	✓	MARKETING

**Equipment and Adaptive Technology:**

Adaptive technology can assist people with disabilities in numerous ways. Screen readers and text magnification software for visual impairments; voice recognition for visual, learning, and physical disabilities; equipment such as automatic desks for individuals with physical disabilities; and FM systems for individuals who are hard of hearing are a few ways colleges can accommodate individuals with disabilities. Adaptive technology is used throughout the college.

Area	Baseline Environment	Comply	Priority 1	Priority 2	Detail
<b>Adaptive</b>	Is there a process for scheduling and use of assistive equipment?	✓	✓		
<b>Technology</b>	Are there adequate stations in the institution for ease of use of technology?	✓	✓		
	Is there an appropriate budget for repair, upkeep and/or replacement of the equipment?	✓	✓		
<b>Library</b>	Is there an accessible information station?	✓	✓		
	Is there adequate numbers of accessible computer stations, research areas that are accessible for persons who use wheelchairs?	✓			
	Is information about the library and library services available in alternate format?	✓	✓		
	Is there a policy and procedure in place to ensure that patrons requiring library material in alternative formats can do so in a timely manner?	✓			

	Are the stacks adequately spaced so that a person using a wheelchair does not need to backup out of the stacks?	✓	✓	UPPER LEVEL OF LIBRARY IS FINE, LOWER LEVEL NOW HAS LIFT
<b>Student</b>	Are an adequate number of stations in a computer lab accessible to persons who use wheelchairs or other mobility devices?	✓	✓	
<b>Computer Labs</b>	(Consider here the needs of other assistive devices - are there an adequate number of workstations with screen readers, Zoom, voice in/ out, etc?)	✓	✓	
<b>Dedicated Space in Disability Area</b>	Is there adequate space for the confidential discussion of accessibility needs that is fully accessible?	✓	✓	
	Is there adequate space for training in assistive technology?	✓	✓	
<b>Classrooms, Meeting Rooms, and Public Rooms</b>	Is there enough room to accommodate captioning equipment, Interpreter?	✓	✓	
	Is there an accessible entrance?	✓	✓	
	Does the room set up allow for freedom of movement -using mobility aids (guide dongs, wheelchairs, motorized scooters, walkers etc)?	✓	✓	EXCEPT LECTURE THEATRES
	Is there reserved seating for wheelchairs?			NOT APPLICABLE AT THIS TIME BUT COULD EASILY BE ARRANGED
	Are tables at accessible height?	✓	✓	COULD BE ARRANGED IF REQUIRED

Is there seating reserved for persons who are Deaf, deafened or hard-of-hearing?				COULD BE ARRANGED IF REQUIRED
Is the learning/meeting environment scent-free?	✓	✓		
Are classrooms, meeting rooms and public rooms equipped with a suitable hearing enhancement system?				COULD BE ACCOMMODATED IF REQUIRED
If areas are not equipped with a hearing enhancement system, is such a system available through a loan?	✓	✓		
Is the hearing system regularly checked and maintained?	✓			

**Physical Facilities:**

In striving to ensure access to physical facilities, the objective is to create a campus and facility environment that is free of barriers. Access and use of institutional facilities typically involves matters relating to removal of exterior and interior barriers, signage and building access and transportation services.

Area	Baseline Environment	Comply	Priority 1	Priority 2	Detail
<b>External:</b>					
<b>Parking Lot</b>	Are accessible parking spots close to the entrances?	✓	✓		
	Are there sufficient parking spots to accommodate staff, students and visitors with disabilities?	✓	✓		
	Are accessible parking spots at least 110" (mm) wide and have an adjacent access aisle at least 100" (mm) wide.	✓	✓		
	Are some spaces available with a width of 2.4m (mm) to one side for those who use vans? (Review CSA-B651-95 Barrier-Free Design for a good example)	✓	✓		
	Is the location of accessible parking spaces readily visible and identified by symbol of access for drivers entering the parking lot during all weather conditions?	✓	✓		
	Is there accessible parking within 50 m of the main entrance?	✓	✓		
	Is the accessible lot suitably surfaced and level?	✓	✓		

	Is accessible parking well lit, visible and safe?	✓	✓	
	Are clearly signed procedures or penalties outlined to discourage the abuse of accessible parking spaces by non-disabled people?	✓		
	Are policies enforced to ensure that only vehicles with appropriate access permits use the accessible parking spaces?	✓	✓	
	If there are ticket machines, are they appropriately located with controls and coin slots with a height range of 900mm - 1200mm and clearly identifiable?	N/A		
	Are there suitable drop-off points provided for taxis, parallel transit and cars close to main entrances?	✓	✓	
<b>Pedestrian Routes</b>	Have suitable curb cuts been provided?	✓	✓	
	Is the approach surface relatively even (surfaces should be smooth enough for wheelchair users and persons with walking difficulties)?	✓	✓	
	Is the approach surface slip-resistant?	N/A		CONCRETE
	Is the route relatively level with no gradient greater than 1 in 20 (If steeper than 1 in 20, grade should be classified as a ramp)?	NO/YES	✓	All routes leading to doorways are level
	Is the route to entranceways adequately signed with visual and tactile signage?	✓	✓	

	Is the route safely protected from traffic flow?	✓	✓	
	Is the route free of barriers, obstacles or other items that may impede a person with a disability?	✓	✓	
	Is there snow removal in the winter?	✓	✓	
	Are emergency call boxes accessible to pwd's, including people who are D/d/hoh?	✓	✓	
<b>Doors</b>	Are there identified accessible doors?	✓	✓	
	Are they equipped with automatic openers?	✓	✓	
	Is the door clearly colour contrasted and distinguishable from its surroundings?	✓	✓	
	If the door is all glass, is it clearly visible from the closed position through bands, logos or other marking?	✓	✓	
	If automatic, is the door control set at about 1000mm height?	✓	✓	
	Is the door control clearly colour contrasted from the door?	✓	✓	

	Can the door control be easily gripped and operated?	✓	✓	
	Is the door opening force easy and not greater than 25-30 Newtons? (check this number - I think it is 38N max for exterior doors? It's different for interior...)	✓	✓	
<b>Internal:</b>				
<b>Ramps</b>	Are ramps provided as an alternative to stairs?			CHAIR LIFTS ON STAIRS IN MAIN FOYER. THERE IS A RAMP IN BASEMENT BUT WAS NOT MEANT FOR
	Are ramp slope and angles of turns safe and easy to use by wheelchairs?	N/A	N/A	
	Does the slope measure between 1:15 to 1:20 and is each individual flight less than 10m?	N/A	N/A	
	If the gradient is between 1:12 and 1:15, is the length of each flight 5m or less?			1.6 GRADIENT (basement ramp for material handling only)
	Is there adequate maneuvering space at the top and bottom of the ramp (1500mm X 1500mm level surface recommended)?	N/A	N/A	
	Is the ramp surface slip-resistant?	N/A	N/A	
	Is the surface width of the ramp at least 1.2 m wide and unobstructed width of the ramp at least 1 m wide?	N/A	N/A	

	Does the open side of the ramp have a raised curb of at least 11mm high?	✓	✓	BASEMENT RAMP ONLY
	Are there suitable continuous hand railings?	N/A	N/A	
	Are the ramp and rails colour contrasted from their background?	N/A	N/A	
	Is the top of the handrail 900mm above the surface of the ramp and 1 m above the surface of the landing?	N/A	N/A	
	Does the handrail extend at least 300mm beyond the top and bottom of the rail?	N/A	N/A	
	Does the handrail terminate in a closed end, which does not project into route or travel?	N/A	N/A	
	Is the profile of the handrail suitable and does it project at least 45mm from the wall?	N/A	N/A	
	Are the ramp and approaches maintained and free of obstacles?	✓	✓	
<b>Stairs</b>	Do stairs have suitable continuous handrails on both sides?	✓	✓	By Summer 2004
	Is the stair riser closed in?	✓	✓	

	Are the steps identified with a contrasting colour?	✓	✓	By spring 2005
	Is the tread nosing profile suitable and designed to avoid the risk of people catching their feet?	✓	✓	By Spring 2004 SOME NOSINGS ARE MISSING - REPAIRS ARE REQUIRED
	No open risers?	NONE	✓	
	Are the stairs non-skid?	✓	✓	
	Is the vertical rise between landings 1.8m or less?			Cannot change structure. 7' vertical rise.
	Are the top and bottom and intermediate landings at least 1.2m long and clear of any door swing?	✓	✓	
	Is the rise of each step uniform and no more than 170mm?	✓	✓	
	Is the going of each step uniform and at least 250mm?	✓	✓	
<b>Lighting</b>	Is lighting bright enough in public areas including stairs, washrooms, hallways and free from excessive glares or shadows?	✓	✓	
<b>Walls</b>	Are wall finishes non-reflective and free from confusing or distracting patterns?	✓	✓	

<b>Corridors</b>	Is there sufficient room for a wheelchair or scooter to traverse the hallways? (Generally at least 920-mm aisle width, with 1200-mm width if turning through 90 degrees at junctions and	✓	✓	
	Is the space free of overhead and protruding obstructions that would create hazards for people with visual impairments?	✓	✓	
	Is the passage to any reception desk clearly marked and free of obstructions?	✓	✓	
<b>Elevators</b>	Do elevators comply with Appendix E of CSA Standard CAN? CSA-B44?	✓	✓	NEW ELEVATOR 2008
	Do the elevators open wide enough to accommodate a wheelchair? (at least 40")	✓	✓	
	Does the door stay open at least 5 seconds?			
	Are the internal dimensions spacious enough (69 X 55)?	✓	✓	
	Are the buttons provided in Braille and tactile characters?	✓	✓	
	Are they at an appropriate height (highest no higher than 54", lowest at least 35" from floor)?	✓	✓	
	Are there light or sound mechanisms that indicate floor changes or arrivals?	✓	✓	

Is there signage to indicate emergency procedures readily visible?	✓	✓	
Are the doors of a contrasting colour?	✓	✓	
Is there sufficient unobstructed space of at least 1500 X 1500mm for wheelchair users to turn?	✓	✓	
Is there a 1500 X 1500mm contrasting colour floor texture immediately outside the elevator for persons who are blind or partially sighted?			
Does the elevator door provide a clear width opening of at least 800mm?	✓	✓	
Is the elevator at least 1.1m wide and 1.4m long?	✓	✓	
Does the elevator have appropriately designed and mounted handrails?	✓	✓	
If the area of an elevator makes it difficult for wheelchair users to turn around, a mirror should be provided on the rear wall to allow the user to see the floor indicators and the door opening.			
Is there an alternative suitable staircase?	✓	✓	
<b>Doors</b>			
Are doors at least 813 mm wide or preferably wider?	✓	✓	

	Are the doors easy to open (inside doors should not require more than 22N maximum of force to push or pull)?	✓	✓	
	Are the handles at an appropriate height (mounted between 800 - 1200 mm from floor)?	✓	✓	
	Are doors of a contrasting colour to the surrounding wads?	✓	✓	
	Are mullions clearly indicated with contrasting colours?	✓	✓	
	If a revolving door is used, is there an adjacent swing door available?	N/A		
	If a weather mat is used, is it of firm texture and flush with the floor so as not to be a trip hazard?	N/A		
<b>Telephones</b>	Are the telephones at an appropriate height (max 48"mm from floor)?	N/A		
	Do the phones have a volume control?	✓	✓	
	Is there a TTY for the public?			
	Is the location identified with access symbols?			

<b>Washrooms</b>	Are there sufficient washrooms for the space and number of students and staff with disabilities?	✓	✓
	Are the stalls at least 60" X 60" mm?	✓	✓
	Are there grab bars?	✓	✓
	Are there faucets, dispensers, or switches at an appropriate height -between 900-1200mm from floor?	✓	✓
	Are mirrors mounted at a height so that people who are seated can use them?	✓	✓
	Do entry doors promote access? (Double doors can be a problem)	✓	✓
	Unisex washroom preferred - include criteria.		
<b>Floors</b>	Are floors slip-proof in wet or dry conditions?	✓	
	Are floors non-glare?	✓	✓
	Are carpets free in good repair and free of barriers?	✓	✓

	Maintenance & Training issue - does your cleaning staff know to avoid applying high gloss wax finishes to an otherwise slip free, glare free floor?	✓	✓	
	Are floors level with no sudden dips or slopes?	✓	✓	
	Is the path of travel and corridors free of furniture or equipment?	✓	✓	
	Is enough space provided in front of fountains, telephones, etc. so that a wheelchair can move through corridors?	✓	✓	
<b>Control Height</b>	Are light switches, electrical outlets, dispensers, coin slots, faucets, fountains, dispensing machines, etc. at an approximate level for a person who uses a wheelchair? Between 400			
<b>Signage</b>	Are points of entry and exit clearly marked?	✓	✓	
	Are rooms and spaces clearly marked by visual and tactile means with special attention to washrooms?	✓	✓	
	Is signage current, consistent (colour, shape and position) and relevant throughout?	✓	✓	
	Is signage clear, legible and obvious with contrasting background?	✓	✓	
	Are direction and information signs located at decision-making points where people can see them? (1200 -1700mm for standing and 750 - 1350 for seated wheelchair users)	✓	✓	

	Is all signage kept simple with suitable pictorial symbols where appropriate?	✓	✓	
	Is signage tactile? (Raised embossed letters or symbols should be at least 1 - 1.5mm high with a slightly rounded surface and 15mm - 60mm high)	✓	✓	
	Is all signage clearly visible from a standing or seated position?	✓	✓	
	Is all signage non-reflective and free from glare?	✓	✓	
	Is the space around signs kept free of distractions such as posters?	✓	✓	
<b>Cafeteria</b>	Are tables and tray counters 36" or lower to accommodate a wheelchair?	✓	✓	
	Is there a procedure for staff assistance of self-food areas?	✓	✓	
<b>Evacuation:</b>				
<b>Equipment</b>	Is there specialized evacuation equipment available?	N/A		
	Are staff trained in its use?	N/A		

Are fire alarms equipped with visual warning lights?				Use buddy system
Are ground floor emergency exits level and accessible to all including wheelchair users?	✓	✓		
Are accessible fire exit routes indicated with a fire exit sign incorporating a wheel chair symbol?				
Is vertical escape from upper or basement floors possible using a fire protected lift? (With an independent power supply)				
Are safe refuges that provide at least two spaces of 850 x 1200 mm each, available in staircase landings or in protected lobbies? (A safe refuge is a designated safe space with at least 30	✓	✓		THERE ARE 2 DESIGNATED CAFETERIA AND ONE IN LBS CLASSROOM-CLASS HAS STEEL FIRE DOOR
Do safe refuge areas have communication facilities located at between 900mm and 1200mm height and linked to a supervised control point?				
Do safe refuge areas have clear signage posted?	✓	✓		
Is a personal emergency egress plan available for employees with disabilities?				USE BUDDY SYSTEM
Is there an overall escape strategy for visitors and, is staff familiar with appropriate methods of establishing how persons with disabilities prefer to be assisted?	✓	✓		
Are emergency routes checked regularly to ensure doors are unlocked and there are no obstacles?	✓	✓		

	Are general escape strategies monitored on a regular basis?	✓	✓	
<b>Plan</b>	Is there an emergency plan developed?	✓		
	Is it made readily available	✓	✓	
	Is it posted in areas that persons are aware of?	✓	✓	

**Policies. Procedures & Practices:**

Area		Baseline Environment	Comply	Priority 1	Priority 2	Detail
<b>Human Resource Policies</b>	Do recruitment policies encourage participation from persons with disabilities?					HUMAN RESOURCES
	Is there a process to determine accommodations for employees?					
	Are there procedures to accommodate employees with disabilities?					
	Are these policies reviewed on a regular basis?					
<b>Admissions Promotion</b>	Are admissions policies free from discrimination?	✓	✓			H/R - ADMISSIONS
	Do they recognize that persons with disabilities may require alternate admissions procedures?	✓	✓			H/R - ADMISSIONS
	Do promotion policies recognize that persons with disabilities may have unique needs regarding length of time to complete a program?	✓	✓			

**Awareness Issues for Faculty and Staff:**

Both faculty and staff must be sensitive to attitudinal and/or pedagogical barriers if they are to identify, remove and prevent them.

Area	Baseline Environment	Comply	Priority 1	Priority 2	Detail
<b>Training for Staff in Disability Awareness</b>	Is there a formal process to provide awareness training to new staff?	✓			
	Is there a formal process to provide on-going disability awareness training to all staff?	✓			
<b>Planning for Universal Instructional Design</b>	Does the college have a plan to promote universal instructional design in the classroom?	N/A			

### **Non-Academic Student Support Services:**

Like all students, students with disabilities have a range of non-academic needs. Some of these needs are met through services provided to all students and some are met through special accommodation.

<b>Area</b>		<b>Baseline Environment</b>	<b>Comply</b>	<b>Priority 1</b>	<b>Priority 2</b>	<b>Detail</b>
<b>Social Events</b>	Is there provision for supports for students with disabilities in campus social events?	✓	✓			
	Are the methods to obtain such support clearly available to students?	✓	✓			
<b>Residence Facilities</b>	Are there an adequate number of residences that are accessible to persons with disabilities following the guidelines above?	N/A				
<b>Food Services</b>		✓				
<b>Counselling Services</b>		✓	✓			
<b>Career and Employment Services</b>		✓	✓			
<b>Medical Services</b>	Are these service areas fully accessible?	✓	✓			
<b>Fitness Services</b>	In addition to physical accessibility, is there specific gym equipment that supports use by persons with disabilities?	✓	✓			

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**Bursaries and Scholarships**

Are there an adequate number of bursaries and scholarships devoted specifically to persons with disabilities?

